

National Framework for
Adult Support and Protection
Learning and Development
in Scotland
2025



Scottish Government
Riaghaltas na h-Alba

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Section 1: Introduction

- 1.1 The first national multi-agency Framework for Adult Support and Protection Learning and Development has been produced to support the delivery of Adult Support and Protection (hereafter referred to as ASP) learning. **It is intended to be used for all staff and volunteers who might come into contact with adults as part of their role and applies across all organisations operating in Scotland. Please also note that at the end of this Framework (in the Appendices section) is a link to a list of helpful resources and access to some ASP Learning and Development Tools/Training.**
- 1.2 In 2023 the Scottish Government issued a survey to all 32 Councils to request information in relation to the workforce supporting and protecting adults within Health and Social Care Partnerships as per ASP legislation. This information was intended to inform local and national discussions in relation to how best to support the sector. There was a 100% response rate to the survey. The results clearly indicated wide variation in relation to how Learning and Development relating to ASP was currently organised across different Council areas. There were requests from those responding for more clarity as to what constitutes best practice and for consistency in how to support best practice outcomes.
- 1.3 Between late 2024 and early 2025 views were sought from over 70 people in relation to whether a National ASP Learning and Development Framework could be a helpful national resource. The response was almost unanimous that a Framework could provide much needed national clarity and consistency in relation to ASP Learning and Development for staff and volunteers at all levels.

Process and governance

- 1.4 This is the first nationally agreed Adult Support and Protection Learning and Development Framework.
- 1.5 A multi-agency Writing Group (derived mainly from the ASP L&D Network Membership) developed this Framework, supported by the National Adult Support and Protection Coordinator. In addition, the work was supported by a multi-agency Stakeholders' Reference Group - representing many of the key national agencies involved in ASP.
- 1.6 The multi-agency representation within governance groups – and ASP practice - highlights a key element of this document. It should be seen as a resource for **all** learning and development practitioners, leaders and managers, including those responsible for workforce development relevant to ASP. It can be used flexibly and alongside single agency frameworks for learning. The intention is to emphasise the key theme which emerged from

the engagement process relating to the 2022 Revision of the Code of Practice linked to the Adult Support and Protection (Scotland) Act 2007: **“Adult Support and Protection is everyone’s business and it involves support as well as protection”**.

- 1.7** In December 2024 two multi-agency drop-in sessions were facilitated to garner views on perceived benefits and challenges concerning the development of a National ASP Learning and Development Framework. The Stakeholders Reference Group was also surveyed in relation to these same issues and support for the development of the Framework was very evident.
- 1.8** In relation to the process undertaken in the development of the Framework, several multi-agency consultation methods were involved. This included:
- A multi-agency Writing Group (Subgroup of the National ASP Learning and Development Network)
 - A multi-agency Stakeholder’s Reference Group - comprising 27 national organisations across the sectors
 - 2 multi-agency drop-in information and feedback sessions
 - Meetings with academics to ensure all relevant research and resource publications were included where appropriate
 - A survey to the Stakeholders Reference Group
 - A survey to ASP Lead Officers - regarding the ‘Role of the 2nd Worker’
 - Consultation with the ASP National Implementation Group - ASP Inquiries, Investigations and Role of the Council Officer Subgroup
 - A wide consultation exercise took place between June - July 2025 involving the following Groups:

National ASP L&D Network (40 Agencies)	Stakeholders Reference Group (27 National Agencies)*	ASP Lead Officers (30 Organisations)
APC Convenors (30 Multi Agency Committees)	Scottish Health Leadership Adult Protection Group (30 Agencies)	ASP National Implementation Group - Inquiries, Investigations and the role of the Council Officer (10)
Scottish Fire and Rescue Service (national Agency)	Scottish Care (national infrastructure body)	Police Scotland (national Agency)
Iriss	National ASP Strategic Forum (20 National Agencies)	

*Including NHS Education Scotland (NES), Health Improvement Scotland (HIS), Scottish Social Services Council (SSSC), Police Scotland, etc.

Context of the Framework

- 1.9** There were several strategic documents to consider in the development of this Framework. Further links are included in the Appendix Section. However, the most significant influences on the document were:

[Click here to access the ASP Act](#)

[Click here to access the ASP Act - Revised Code of Practice 2022](#)

[Click here to access the National Framework for Child Protection Learning and Development in Scotland 2024](#)

- 1.10** The Adult Support and Protection (Scotland) Act 2007: Code of Practice July 2022 highlighted important themes for practice, and these will be key to updating all learning and development resources. As included within the Foreword of the Code of Practice:

Since the introduction of The Adult Support and Protection (Scotland) Act 2007 in 2008, and publication by the Scottish Government of the Adult Support and Protection Code of Practice in 2014, there have been a number of policy, legislative and practice developments, both in the overall context of adult support and protection and in day-to-day activity.

This revised version of the Code of Practice aims to capture these changes and inform the development of local and national multi-agency adult protection procedures, processes and training across Scotland. It will also help to support the care and protection of adults who may be at risk of harm. This Code is for all those who may know adults at risk of harm whether they work in the local authority, health, police, or the third sector.

- 1.11** Learning from research and practice has reinforced a need to place emphasis on understanding the impact of trauma and diversity on personal and individual growth and development. The impact will vary, depending on the level of personal resilience, support and response available in the life of any individual, at any age and stage. In general, the younger the individual when the experience happens, and/or the more heightened and persistent the trauma or adversity is, the greater the impact is likely to be on the individual's capacity and functioning throughout their life.
- 1.12** Research indicates that adversity and trauma are equally applicable to adults and children (including carers), highlighting the need for a holistic approach to assessment and intervention. It is important that all learning resources reflect this aspect of practice, and the reason consequently the National Trauma Training Programme [Click here to access the National Trauma Training Programme](#) highlights that trauma-informed practice should be firmly embedded within all multi-agency learning and development. The ASP Revised Code of Practice 2022 provides further clarity (page 20) concerning how to ensure that previous trauma is considered in relation to determining if an adult will meet the ASP 3 Point Criteria - [Click here to access the ASP Act - Revised Code of Practice 2022](#)

- 1.13** This Framework has also been informed by legal developments internationally and in Scotland, and by research and inspection into the efficacy of the Adult Support and Protection (Scotland) Act 2007. The former includes the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and The Scottish Mental Health Law Review (2022). The CRPD underpins a human rights approach to involvement in the affairs of adults (and children) with disabilities (including mental health issues), seeking to end the discrimination they face. It establishes an important precedent in confirming that all adults, regardless of disability, have 'legal capacity'. It recognises that 'mental capacity' can fluctuate and be impaired, but in such instances requires national laws and practices to be directed at supporting the adult to exercise their legal capacity—referred to as their will and preferences—as far as possible. In this, the CRPD compels a shift away from 'substitute decision making' to 'supported decision making' - [Click here to access the Iriss Insight into supported decision making](#) with emphasis placed on determining and acting on the adult's will and preferences rather than on assumptions about their best interests.
- 1.14** The Scottish Mental Health Law Review (SMHLR) adopted the CRPD's Articles and recommended human rights based legal reform. While focused largely on the Mental Health (Care and Treatment) (Scotland) Act 2003 and the Adults with Incapacity (Scotland) Act 2000, the SMHLR also considered the ASP Act, in recognition of the inter-play between the three statutes with, for example, use of the ASP Act potentially leading to interventions under the other two pieces of legislation. The SMHLR made a number of recommendations, including that human rights enablement and supported decision making should be adopted in ASP practice.
- 1.15** Recent research and inspection reports exploring the use and impact of the ASP Act align with the CRPD and SMHLR in advocating for greater emphasis within ASP practice on human rights and support for the exercise of legal capacity through supported decision making (Care Inspectorate et al. 2018 and 2023; Mackay and McCusker, 2024). Encouragingly, they illustrate the significant impact adult support and protection work has had in stopping harm and significantly improving quality of life for adults. They also illustrate the centrality of specific approaches, such as relationship-based practice, effective multi-agency working and facilitating participation in the ASP journey through supported decision making, for achieving effective outcomes for adults and carers. The reports also highlight areas for improvement, including: professionals' understanding of capacity and the difference between mental capacity and the ability to safeguard; differences in knowledge across professions; practice around risk assessment and chronologies; and inconsistencies in access to support for adults navigating the ASP process, among others. These reports support the establishment of an ASP National Learning and Development Framework. They underline the need for ASP training to be rigorous and ongoing, and to draw upon the findings of law reform, research evidence, inspections and other relevant sources to ensure learning keeps abreast of ethical and practice issues and concerns.

- 1.16** In relation to the age at which a child becomes an adult, the legal boundaries of childhood and adulthood are variously defined, creating overlaps for some ages (particularly for 16 and 17 year olds) across different pieces of guidance and legislation. The National Framework for Child Protection Learning and Development in Scotland 2024 states that ***“For the purposes of clarity (and recognising the varied approaches across legislation), this Framework defines ‘child’ as a person up to 18 years of age.”*** A helpful document was developed by Iriss - [Click here to access the Understanding age in CP & ASP Guidance](#). The Guidance and Legislation Table (starting on p23 of the full Report) should be embedded across adult, and children and families practice to promote understanding across the sectors

Scope and audience

- 1.17** This publication is intended to have relevance to all staff across the breadth of organisations and bodies that may encounter adults (age 16 years +) at risk. This includes – but is not limited to - health, social work, social care, police, fire and rescue, ambulance, voluntary and 3rd sector staff and volunteers. It is designed to be used in all organisations that provide or commission services for adults regardless of sector, setting or size. It is also designed to be used by all services who are commissioned to work directly with children but also need to be competent in relation to working with adults.
- 1.18** All NHS and Independent health providers are required under statute and regulation to have effective arrangements in place to safeguard and promote the welfare of children and adults at risk of harm and abuse in every service that they deliver. Safeguarding should be embedded at every level in every organisation with effective governance processes evident. Organisations providing or commissioning services for adults must assure themselves and their regulators that safeguarding arrangements are robust and are working.
- 1.19** There are behaviours, knowledge, skills and competencies included in the following Workforce Level tables that are not applicable to all staff roles, services or organisations; it is therefore appropriate that each point is considered on an ‘as appropriate to role’ basis. The guidance contained within this Framework is not statutory and organisations have a responsibility to ensure that the duration and frequency of training (alongside the identified syllabus) is appropriate for the staff and the individuals they support. The levels are not limited to suggested staff groups as noted above; organisations should ensure that training is allocated to staff based on the level of contact and involvement they have with the individuals they support. The allocation of staff to different levels and syllabus should be reviewed by accountable senior managers or the named professionals, Adult Support and Protection leads (and equivalent roles directly advising staff on safeguarding) for the service or organisation, and should be included in training needs analysis. To ensure learning translates into practice, it is recommended that adult safeguarding competences should be reviewed annually as part of staff appraisal in

conjunction with individual learning and development plans, agency Learning and Development Frameworks and relevant refresher training.

Multi-agency context

- 1.20** Experience has shown a critical need for all services across multi-agency partnerships to work more closely together. This includes all workers and volunteers in any role supporting adults.
- 1.21** A key message for everyone is that we all have a shared responsibility and a role to play, however limited, in ensuring those adults who might meet the ASP Act criteria, are provided with the appropriate support and protection - everyone deserves to live a life free from harm.
- 1.22** To underline this key message, all workforces need to be supported through learning and development opportunities to build the necessary knowledge, skills and understanding of their responsibilities under the Adult Support and Protection (Scotland) Act 2007 appropriate to their role and responsibilities.
- 1.23** The combination of the ASP Act and the revised Code of Practice, reflect legislative and policy positions at the time of publication. All practitioners have a responsibility to remain aware of changes to legislation, policy and practice that impact on how frontline services should respond. Learning and development professionals should ensure that materials are continually reviewed against further developments, and shared with staff, reinforcing key strategies and good practice.

Getting it Right for Every Child (GIRFEC)

- 1.24** **‘Getting it right for every child’** is the national approach to improving the wellbeing of children and young people across services in Scotland. Initially implemented in 2006, ‘Getting it right for every child’ policy and guidance was further revised and updated by the Scottish Government in September 2022. It promotes a holistic approach to child welfare and protection, aiming to ensure that every child receives “the right help, at the right time, from the right people”.
- 1.25** The key principles of ‘Getting it right for every child’ include: the importance of early identification of need, using a shared understanding of wellbeing, and early support;
 - the importance of early identification of need, using a shared understanding of wellbeing, and early support
 - the crucial role that universal services play in providing a flexible scaffold of support for all children and young people where it is needed, for as long as it is needed, including care or protection
 - the importance of a co-ordinated multi-agency approach of promoting, supporting, and safeguarding the wellbeing of children and young people
- 1.26** [Click here to access the National Practice Model](#) which sets out a shared framework and approach to identification, assessment and analysis of wellbeing needs. All practitioners who work with children and families should be familiar with this model.

Getting it Right for Everyone (GIRFE)

1.27 GIRFE - Getting it right for everyone [Click here to go to the GIRFE part of the Scottish Government Website](#) is a proposed multi-agency approach to health and social care support and services from young adulthood to end of life care. It will form the future practice model for all health and social care professionals and shape the design and delivery of services, ensuring that people's needs are met. GIRFE is about providing a more personalised way to access help and support when it is needed. It will place the person at the centre of all the decision making that affects them, with a joined-up consistent approach, responsive to the support needed at any stage of life.

1.28 GIRFE builds on existing best practice from GIRFEC and will provide a national model to embed inter-agency working.

1.29 The GIRFE principles:

The GIRFE principles - written from the person's perspective - include:

- having accessible information to make decisions
- being listened to and understood as a whole person
- having choices respected
- being treated with kindness and dignity
- having professionals work together and share information appropriately

These principles apply to guardians or those with power of attorney when relevant.

1.30 Access to the GIRFE 'Team Around the Person' Toolkit is available via the link at the end of this document.

National ASP Learning and Development Framework - [7 Minute Briefing](#)

1.31 For the purpose of providing quick access to the key elements of this Framework - [Click here to access the National ASP Learning and Development Framework - 7 Minute Briefing](#)

Section 2: Purpose of the Framework

2.1 The purpose of this Framework is to provide a resource which clarifies where ASP learning and development is required and to support those responsible for meeting those requirements. It also aims to:

- promote collaborative multi-agency practice to identify and prioritise support and protection of those adults who meet the legislative criteria
- support the multi-agency task of assessing, managing and addressing identified need or risk to adults at risk of harm
- provide a multi-agency learning and development framework adaptable for local learning and development strategies and evaluation
- contribute to best practice through the development of a competent and confident workforce
- support the design, implementation and evaluation of multi-agency ASP learning - informed by research and evidence
- establish agreed competencies, identifying the relevant knowledge and skills required, according to the roles and responsibilities of the various groups that make up multiagency workforces, including those likely to encounter adults at risk of harm as part of their day-to-day work
- emphasise the importance of shared learning and collaborative practice to achieve better outcomes for adults at risk of harm

2.2 The primary focus of this Framework is on workforce learning and development and the Framework strongly emphasise the need for conversation, collaboration and partnership working amongst professional groups at every level. To deliver high quality learning and development opportunities across workforces and to achieve a confident and competent professional workforce, there is a need for clear endorsement and support within the leadership of all multi-agency partners. This is particularly relevant to supporting staff participation in multi-agency ASP learning events, which usually offer a richer understanding of professional roles, responsibilities and expertise.

2.3 While this Framework is written from a multi-agency perspective, directed at staff already in the workforce, it is worth noting the benefits of inclusion and participation of profession specific students e.g. student teachers, social

workers, nurses, allied health professionals/other NHS students and probationary police officers, etc. The primary responsibility for student learning clearly lies with their education provider, but where students join organisations for the length of any practice placement, leaders within organisations should enable multi-agency learning and development events to be inclusive. This ensures not only additional learning and development around ASP, but also the opportunity to reflect on practice alongside experienced colleagues from their own and partner agencies. It also gives students (of whatever professional group) the opportunity to experience the learning and development provision across agencies, which may be supportive in the recruitment and retention of staff.

- 2.4 Alongside professional learning, it is entirely possible that the wider messaging to the general public happens through conversations with colleagues, family and friends, extending the key messages beyond workforces into the public mind.
- 2.5 For further general information on ASP - [Click here to access the Iriss Publication - ASP Everyone's Business](#) This publication raises awareness of Adult Support and Protection and its important role and contribution in keeping 'adults at risk' safe. It introduces readers to key ASP definitions, duties, processes and stakeholders. This begins with ASP's origin story, providing the rationale for the introduction of the Adult Support and Protection (Scotland) Act (2007) which gives ASP its name and legislative framework, and places it within a wider legislative context.

3. Section 3: Workforce groups and key learning

- 3.1 This section provides more detailed explanation of ASP awareness, knowledge and understanding expected of each of the multi-agency workforces. This should determine the level of learning and development for each.
- 3.2 The purpose of making distinction between workforce groups is that learning can be more accurately targeted towards who needs to know what about ASP.
- This should be seen in relation to the responsibilities attached to the individual's particular role and day-to-day job. As indicated, it includes both employees and volunteers. **Learning and development expectations of each level build on the one before.**

Wider Workforce	- recognise, respond, record, report
General Workforce	- recognise, respond, record, report, support
Specific Workforce (Inc. 2nd Worker)	- recognise, respond, record, report, support, advocate
Intensive Workforce	- recognise, respond, record, report, support, advocate, assess, analyse, plan, implement
ASP Council Officers	- recognise, respond, record, report, support, advocate, assess, analyse, plan, implement, lead, coordinate

- 3.3** It is important to note that there will be movement between groups - for example, when an individual worker's role changes or acquires additional or supervisory responsibilities or becomes a Council Officer, or moves to an entirely new post. It may also be the case that someone might be in the Wider Workforce in one post, but becomes part of the Specific Workforce in another role e.g. through a separate post or voluntary role.
- 3.4** Every employer or Adult Protection Committee (APC) has the flexibility to determine how their own employees fit within each workforce group, as well as whatever level of learning they expect for each. The exception to this would be in relation to the roles included within the ASP legislation and/or Code of Practice - ASP Council Officer and any person accompanying the Council Officer during the ASP Investigative Interview (when such an interview is required) - also known as the Role of the '2nd Worker'.
- 3.5** As a baseline, where workers cannot see which workforce group they fit into, they will at least be part of the **Wider Workforce**. To be certain, they should take advice from their line manager or seek advice from their local learning and development team. This would apply to all agencies, which includes, but is not limited to - health, social work, social care, police, fire and rescue, ambulance, voluntary and 3rd sector staff and volunteers.
- 3.6** There will also be scope within this for all supervisors and managers, to take advice from their local learning and development team about what level of learning is best recommended for particular teams or services, particularly where an individual worker has a new post or dual/split role. Additionally, all learning and development practitioners will inevitably design their learning resources as they interpret and understand the Framework workforce groups and how they pertain to their workforce.
- 3.7** By its nature, this categorisation of workforces may seem hierarchical, but this is more a reflection of expectations of learning, knowledge and understanding, appropriate to workforce responsibility for ASP within any given job or role. A baseline message is that all workers who have any

contact with adults should have the core knowledge, understanding and skills required by the **Wider Workforce**, as a minimum standard. With few exceptions, it is anticipated that staff in each workforce group will only need to complete the level of ASP awareness learning required of that group.

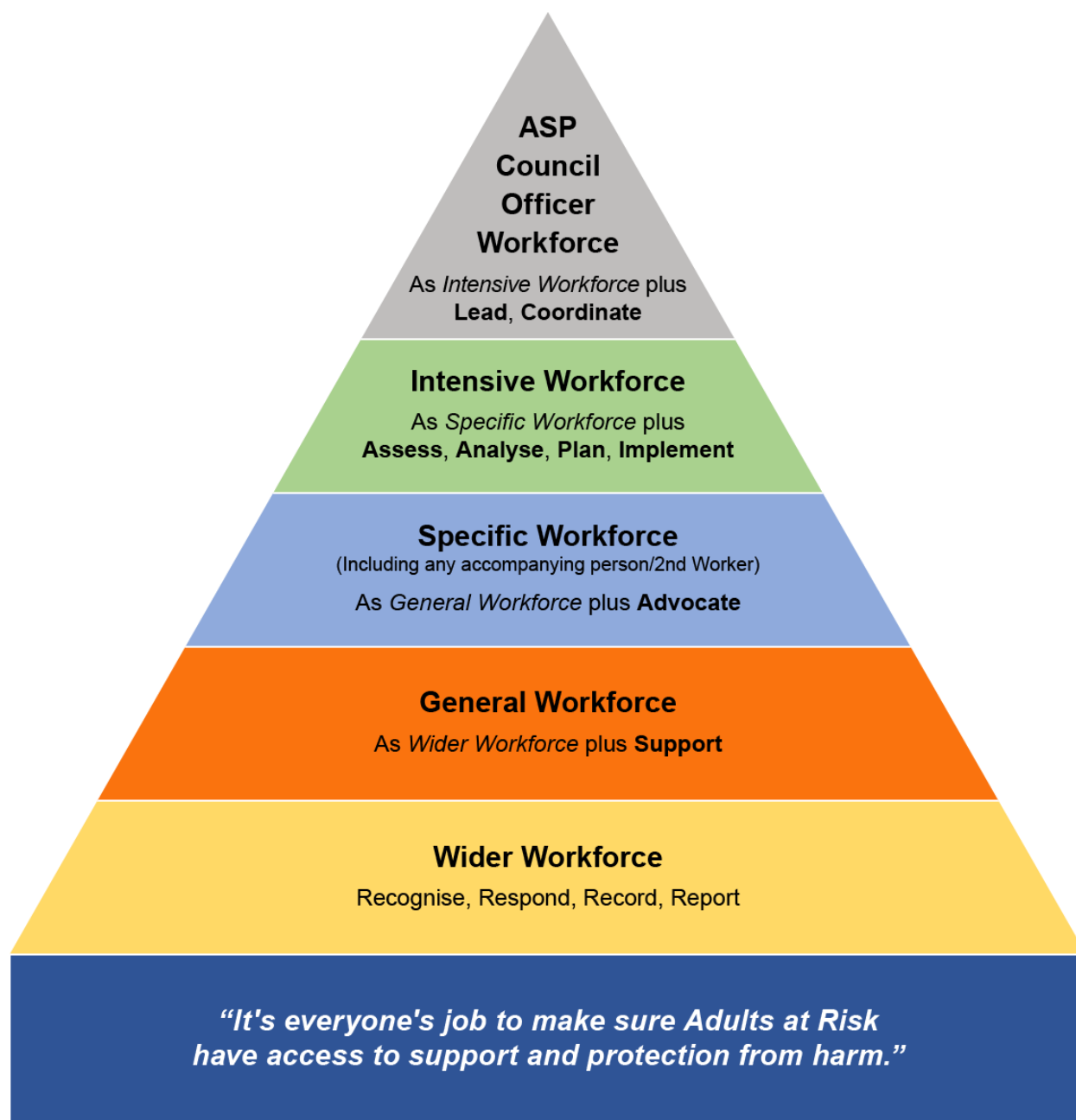
- 3.8** Workforce examples: this Framework provides only the broadest examples of what roles might be in each workforce (based on recognised tasks and responsibility for ASP) since no list would ever be sufficiently exhaustive. Local APCs/employers are invited to interpret the five workforces as below. They are free to determine whatever level of ASP awareness learning they judge relevant to any group within their workforces and locality - **the exceptions to this, are the role of ASP Council Officer and the role of any person accompanying the Council Officer when an Investigative Interview is required - also known as the '2nd Worker', which are included in the legislation and Code of Practice.** . All single agencies have a responsibility to ensure their workforces are trained to a competent standard, relevant to their role/remit and responsibility for Adult Support and Protection. This will include expectations regarding timings associated with any refresher training.

Key message (all workforces): all individuals should be supported and protected wherever possible from harm: irrespective of age, culture, religion, race, ability/disability, neurodiversity, gender or sexual orientation.

[Click here to access the Equality Act 2010](#)

Core Competencies : Key Learning - The Workforce Levels

Click on the different Workforce Levels to go to that element of the Framework



knowledge, understanding and skills

ASP - Wider Workforce	
Key learning requirements	<p>Everyone, regardless of role and remit, where they do not fit into any other professional groups or workforces below, requires at least a minimum, baseline awareness of core messages about Adult Support and Protection (ASP) - including how to make an ASP referral where they have concerns that an adult might require support and protection from harm. Training may be in person or online or a combination of both.</p> <p>Key learning is to:</p> <ul style="list-style-type: none"> • Recognise (harm or risk of harm when they see it) • Respond (by sharing concerns with others whose job it is to follow up on what has been reported) • Record (keep records according to agency requirements) • Report (sharing information and concerns by submitting an ASP referral) <p><u>Staff in all Scottish workforces who have contact with adults are expected to have at least this minimum level of Adult Support and Protection awareness. See the link at the end of this document for access to helpful resources</u></p>
Knowledge and Understanding	<ol style="list-style-type: none"> 1. I realise that it is my responsibility to raise the possibility of submitting an ASP referral where I know or believe an adult may meet the criteria for an ASP referral (i.e. meet all of the following criteria): <ul style="list-style-type: none"> • are unable to safeguard their own well-being, property, rights or other interests; • are at risk of harm; • and because they are affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected 2. I am aware that an adult is considered to be at risk of harm if another person's conduct is causing (or is likely to cause) the adult to be harmed, or the adult is engaging (or is likely to engage) in conduct which causes (or is likely to cause) self-harm. 3. I am aware that an adult's consent is not required to make an ASP referral (although where it is possible - it is good

	<p>practice to make them aware a referral has been made)</p> <p>4. I am aware that any action taken under the Act, should be the least restrictive option, should be for the benefit of the adult and they should be (where at all possible) involved in decision making processes</p> <p>5. I know how to escalate an ASP concern within my agency and how to make an ASP referral for an Adult in my Council area</p> <p>6. I am aware that Adult Support and Protection is a multi-agency approach with the Council as the Lead Agency (as per the legislation)</p> <p>7. I have a basic awareness of types of harm, signs of concern and what to be concerned about</p>
Skills	<ul style="list-style-type: none"> • I can recognise and respond to concerns about harm or risk of harm to an adult • I can follow organisational procedures • I can seek advice and record observations, incidents or disclosure of information • I can share information timeously, accurately and with clarity
Behaviour	<ul style="list-style-type: none"> • Willingness to listen to adults at risk, families and carers and to act on issues and concerns. • Recognise how my own beliefs, experience and attitudes might influence involvement in safeguarding work.
Induction	<p>All new staff members should, as soon as reasonably practicable on starting employment:</p> <ul style="list-style-type: none"> • Have a local/organisational ASP induction relevant to their role with appropriately timed refresher training in place commensurate with their role
Training Delivery	<p>Training could be delivered by any appropriate person utilising materials and resources developed for a general introduction to the ASP Act - ensuring all aspects outlined above are included</p>

ASP - General Workforce	
Key learning requirements	<p>As part of their job/role/remit, people in this workforce group should be able to:</p> <ul style="list-style-type: none"> • Recognise potential signs of harm and abuse • Raise an ASP referral through the appropriate route • Contribute relevant and appropriately recorded information to assessments/reports <p>Key learning is the same as the Wider Workforce, with additional expectations:</p> <ul style="list-style-type: none"> • Support (offering comfort, reassurance, listening, seeking additional help from relevant family or services)
Knowledge and Understanding, Skills and Behaviour as per the Wider Workforce, plus:	
Knowledge and Understanding	<ol style="list-style-type: none"> 1. I have an understanding of local adult protection systems 2. I have a broad understanding of trauma informed practice 3. I am aware of indicators of harm (including self-harm and self-neglect) or neglectful care of adults and their impacts on adults 4. I am aware of signs of conflict, or stressors (e.g. domestic abuse, poverty, substance abuse, homelessness, mental health issues etc.) 5. I have an understanding of the importance of close listening and sensitively responding to an adult's disclosure 6. I have an understanding of the importance of record-keeping and appropriate information-sharing and confidentiality (including data protection requirements) 7. I am aware of the specialist role of ASP Council Officer which exists within Adult Support and Protection (as per the legislation)
Skills	<ul style="list-style-type: none"> • I can respond to Adults at Risk in an appropriately

	<p>supportive and trauma informed manner</p> <ul style="list-style-type: none"> • I can record and communicate concerns, actions agreed and taken • I can liaise appropriately within my own agency and externally with relevant agencies - as needed
Behaviour	<ul style="list-style-type: none"> • Recognise my own actions and how these may impact on others.
Induction	<p>All new staff members should, as soon as reasonably practicable on starting employment:</p> <ul style="list-style-type: none"> • Have a local/organisational ASP induction relevant to their role with appropriately timed refresher training in place commensurate with their role
Training Delivery	<p>Training could be delivered by any appropriate person utilising materials and resources developed for a more targeted introduction to the ASP Act - ensuring all aspects outlined above are included</p>

[Return to Workforce Levels diagram](#)

ASP - Specific Workforce	
Key learning requirements	<p>All staff who, as part of their role, work directly with adults - including those who may have specific vulnerabilities. People in this workforce group are likely to:</p> <ul style="list-style-type: none"> • require a Protecting Vulnerable Groups Certificate (PVG) • routinely work closely with adults including supporting learning, health, practical or skill development with adults, including vulnerable adults • Keep routine records, write reports/assessments/chronologies for single and/or multi-agency agency purposes • Be requested to contribute to Adult Support and Protection Case Conferences or ASP Core Group meetings • Be requested to contribute to Adult Support and Protection - Protection Plans <p>Key learning is the same as the Wider and General Workforces, with additional expectations of:</p> <p>Advocate (helping an adult or their supporter/s to express their views, or expressing their views on their behalf)</p>
Knowledge and Understanding, Skills and Behaviour as per the Wider and General Workforces plus:	
Knowledge and Understanding	<ol style="list-style-type: none"> 1. I have a deeper understanding of specific types of harm (including self-harm), abuse and neglect (including self-neglect) and how they might impact and create or exacerbate risk for an adult 2. I am mindful of the intersection between different types of harm (including domestic abuse, neglect, self-harm etc); and how they may co-exist in an adult's life 3. I am aware of other types of oppressive actions that might undermine an adult's safety and welfare (issues such as forced marriage, FGM, human trafficking etc.) 4. I have a working knowledge of how environmental,

	<p>family, relationships and individual factors may contribute to increased risk of harm</p> <ol style="list-style-type: none"> 5. I have a working knowledge of the immediate or emergency actions that can be taken to protect adults 6. I have knowledge of GIRFE and its application to multi-agency practice 7. I understand how to appropriately seek the view of an adult - including adults with communication difficulties and/or capacity issues 8. I ensure my knowledge and understanding is relevant to practice and is up to date 9. I have a working knowledge of the different roles that all practitioners have in Adult Support and Protection processes 10. I have awareness of relevant legislation, codes of practice, policies, procedures and guidelines relating to the support and protection of adults 11. I have an up-to-date working knowledge of local multi-agency guidance and know how to work collaboratively with partner agencies 12. I understand the complex ethical issues and conflicts regarding confidentiality (including a knowledge of GDPR) and information-sharing within an ASP context 13. I have an in-depth knowledge of Trauma Skilled Practice and its applications within ASP processes 14. An understanding of the role that Independent Advocacy can play in relation to ASP as stipulated in the legislation
Skills	<ul style="list-style-type: none"> • I can engage, communicate and build relationships with adults and where appropriate, their supporters (including their families and carers) • I can advocate for an adult, and support the adult in sharing their views

	<ul style="list-style-type: none"> • I can carry out direct work with an adult • I can contribute to assessments and work with a Protection Plan for an adult at risk of harm • I can recognise, identify and manage risk • I can apply learning and development to practice, and engage in reflective supervision • I can work collaboratively with colleagues/multi-agency partners
Behaviour	<ul style="list-style-type: none"> • Confidence in my ability to competently represent my profession/agency in multi-agency meetings, articulate assessment and knowledge of an adult, provide informed opinions which contribute appropriately to decision making
Induction	<p>All new staff members should, as soon as reasonably practicable on starting employment:</p> <ul style="list-style-type: none"> • Have a local/organisational ASP induction relevant to their role with appropriately timed refresher training in place commensurate with their role
Training Delivery	<p>Training could be delivered by any appropriate person utilising materials and resources developed for a more comprehensive introduction to the ASP Act - ensuring all aspects outlined above are included</p>

[Return to Workforce Levels diagram](#)

ASP - Specific Workforce - Accompanying Person/2nd Worker	
Key learning requirements	<p>There are two specific individual roles mentioned in the Adult Support and Protection (Scotland) Act 2007 - one of these is the Council Officer and the other is any person accompanying the Council Officer on an ASP Investigative Interview (where this is required) – this could be anyone who will assist with the work (e.g. a health worker undertaking a health assessment under the provisions of the Act) or may be someone supporting in a role often referred to as the Role of the 2nd Worker. The 2nd Worker may accompany the Council Officer during an Inquiry with the Use of Investigatory Powers - to conduct an Investigatory Interview with the potential Adult At Risk of Harm - to support the ASP Investigatory Interview process. Training will not always be required for an Accompanying Person - however a short meeting to prepare them for being present at the Investigative Interview will be helpful.</p> <p>The 2nd Worker (who is there to actually support the Investigative Interview process) can be from any organisation, provided they have an adequate understanding of the role. The 2nd Worker would not however, usually be an Independent Advocacy Worker (who might additionally be in attendance during the Investigatory Interview) - so that they can appropriately provide the adult with independent advocacy. The 2nd Worker would not be a family member or Carer either - although supportive (i.e. not suspected to be involved in any harm being perpetrated against the adult) family/friends/carers might also sit in on the Investigative Interview where appropriate.</p> <p>Key learning is the same as the Wider, General and Specific Workforces, with additional expectations of:</p> <p>A detailed knowledge of the local processes engaged in relation to using the legislative Duty to Inquire with the use of Investigatory Powers - as outlined within the ASP Act.</p>
Knowledge and Understanding, Skills and Behaviour as per the Wider, General and Specific Workforces plus:	
Knowledge and Understanding	<ol style="list-style-type: none"> 1. I have in-depth knowledge of the role of the Council Officer

	<ol style="list-style-type: none"> 2. I am fully conversant with Chapters 6 and 7 of the ASP Revised Code of Practice 2022 3. I am fully conversant with Chapter 8 of the Adult Support and Protection (Scotland) Act 2007
Skills	<ul style="list-style-type: none"> • I can approach the role of the 2nd Worker in a professional manner • I am able to efficiently record an accurate record of the Interview
Behaviour	<ul style="list-style-type: none"> • I make myself available for any pre Interview meeting with the Council Officer to receive information on the background to the ASP Investigative Interview and agree roles and actions for the Council Officer and the Accompanying Person/2nd Worker • I make myself available for any post Investigative Interview debrief session • When required, I can provide a view for incorporation into wider ASP processes such as ASP Risk Assessment, the Report required for an ASP Case Conference and/or an ASP Protection Plan • I ensure my notes from the Interview are transcribed - if this is required
Induction	<p>Local training for the role of the 2nd Worker is not available in all areas - where this is available, it is ideal if those who regularly take on the role of the 2nd Worker have access to this.</p> <p>As a minimum, for those who regularly take on the role (or where someone is taking on the role for the first time and there is time before the Investigative Interview takes place) - some resources relating to the role of the 2nd Worker training is available via the Iriss - ASPIre Resource Hub - See the link in Appendices</p>
Training Delivery	<p>Ideally training would be delivered by a Learning & Development professional, who has intimate knowledge of the application of the Act and what is expected of the 2nd Worker in supporting the Council Officer and the adult during the Investigative Interview</p>

ASP - Intensive Workforce	
Key learning requirements	<p>As part of their role, people in this Workforce Group will need a valid PVG and are likely to:</p> <ul style="list-style-type: none"> • Have a role in relation to assisting with decision-making relevant to an adult • Have the ability to carry out specific, focused or specialist risk assessments if required to inform ASP risk assessment/processes • Compile multi-agency or integrated chronologies • Be involved in Inspection activity, self-evaluation and ASP Learning Reviews • Provide specialist advice, support and reflective supervision to colleagues, including the creation of safe working practices and safer cultures that support a 'whistleblowing' policy <p>Key learning is the same as the Wider, General and Specific Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • Assess (gather and collate relevant information) • Analyse (make sense of what collated information is conveying) • Plan (take a view on support required on basis of assessment) • Implement (act in relation to ASP Protection Plan - by organising or providing the identified support for my agency)
Knowledge and Understanding, Skills and Behaviour as per the Wider, General and Specific Workforces plus:	
Knowledge and Understanding	<ol style="list-style-type: none"> 1. I have a sound understanding of the legislation and the ability to apply the ASP legislation to my practice 2. I have a sound knowledge of how to select and use appropriate assessment tools and produce, strengths-based, needs-led assessments, including the identification/assessment of risk 3. I understand the ASP principles in relation to ensuring the adult is engaged and centrally

	<p>involved (with carers and family - where appropriate) in a strengths-based approach to support and protection, balancing strengths/protective factors with adversity/risk factors in protection planning</p> <ol style="list-style-type: none"> 4. I understand the ethical issues in relation to balancing the rights of the adult to make autonomous decisions with a duty of care and their right to support and protection 5. I have a sound knowledge of national legislation/policy, procedures and guidelines relevant to the role of Adult Support and Protection and I recognise their role in contributing to practice development, reviewing, auditing, self-evaluation and scrutiny activity relating to ASP 6. I have sound knowledge of different approaches to intervention and best practice guidance 7. I have a sound knowledge of the different roles that practitioners play in formal public protection processes and the parameters between those and my own role - in particular the role of the Council Officer and the specific legal responsibilities inherent in that role 8. I can provide effective support and reflective supervision to colleagues linked to their ASP practice 9. I contribute to team/service/practice development and to Learning Reviews, quality assurance/audit and single and multi-agency self-evaluation processes, in line with relevant local and national standards and guidelines
Skills	<ul style="list-style-type: none"> ● I have the ability to analyse complex situations, identifying and determining risk of harm and their potential impacts and confidently report on these ● I can accurately represent an adult's views and work collaboratively with Independent Advocacy representatives ● I can identify, share and promote good practice and

	<p>practice development within and between services and agencies</p> <ul style="list-style-type: none"> • I can contribute to leading/undertaking team/service/strategic development, quality assurance/audit processes, support implementation of learning from Learning Reviews in accordance with national standards and guidelines • I can maintain an awareness of national/ local developments, consider impact on local practice and effectively communicate these to the appropriate staff groups • I can ensure that I am appraised of relevant national ASP developments including being well versed in the content of the ASP Revised Code of Practice 2022
Behaviour	<ul style="list-style-type: none"> • I have confidence in my own assessment skills and my ability to represent the views of myself and my agency in meetings and reports pertaining to ASP • I am able to confidently and competently recognise differences in varying views and opinions and can professionally and respectfully challenge these - both from within my own agency and with external agencies
Induction	<p>All new staff members should, as soon as reasonably practicable on starting employment:</p> <ul style="list-style-type: none"> • Have a local/organisational ASP induction relevant to their role with appropriately timed refresher training in place commensurate with their role
Training Delivery	<p>Ideally training would be delivered by a Learning & Development professional, who has intimate knowledge of the application of the Act and what is expected of the someone involved in the Intensive Workforce ensuring all aspects above are included</p>

ASP - Council Officer	
Key learning requirements	<p>As part of their role, people in this Workforce Group will meet the legislative description of a Council Officer within the Adult Support and Protection (Scotland) Act 2007:</p> <p>Section 53 (1) of the Act defines a Council Officer as an individual appointed by a council under Section 64 of the Local Government (Scotland) Act 1973. The person should:</p> <ul style="list-style-type: none"> • be registered in the part of the Social Services Council Register maintained in respect of social workers or social service workers or is the subject of an equivalent registration; • be registered as an occupational therapist in the register maintained under article 5 (1) (establishment and maintenance of register) of the Health Professions Order 2001; or • be a nurse; and • have at least 12 months' post qualifying experience of identifying, assessing and managing adults at risk. <p>A council may withdraw the authority of a person to perform the functions of a council officer if the person no longer meets the relevant requirements.</p> <p>The Council Officer should be issued by their council with a locally badged Council Officer I.D. badge</p> <p>Key learning is the same as the Wider, General, Specific and Intensive Workforces, with additional expectations of:</p> <ul style="list-style-type: none"> • Lead (on behalf of the Council as Lead Agency) • Coordinate (the multi-agency approach to support and protect adults at risk under the legislation)
Knowledge and Understanding, Skills and Behaviour as per the Wider, General, Specific and Intensive Workforces plus:	

Knowledge and Understanding	<ol style="list-style-type: none">1. I have an in-depth knowledge of the Adult Support and Protection (Scotland) Act 2007 and at least 12 months post qualifying experience of identifying, assessing and managing adults at risk2. I have an in-depth knowledge of the Adult Support and Protection (Scotland) Act 2007 - Revised Code of Practice 2022 and can apply that knowledge effectively and efficiently in relation to practice3. I have an in -depth knowledge of all other relevant legislation - including the Adults with Incapacity legislation and the Mental Health Care and Treatment legislation, and how Adults at Risk may require to have access to alternative and/or additional legislative input due to their specific circumstances4. I have a sound understanding of all ASP systems and processes in my local area and can provide clarity in relation to local and national ASP practices to colleagues internally and externally5. I have a sound understanding of the processes required in order to obtain a Protection Order under the ASP legislation as well as the other, relevant statutory powers and duties relating to the role of Council Officer - as contained within the Adult Support and Protection (Scotland) Act 20076. I can critically analyse information collated in multi-agency chronologies including identified risk/need and appraise the requirement for optional services and others in protection processes, including presenting this analysis confidently and succinctly at ASP Case Conferences7. I can develop, record and report on any Reports (including multi-agency information - as appropriate) required as part of an ASP Case Conference.8. I can develop ASP - Protection Plans for adults and coordinate implementation, as well as monitor and review outcomes
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	<p>9. I ensure I consider the provision of Independent Advocacy for all adults at risk and can accurately assess when they require to be offered this provision, as defined in the Adult Support and Protection (Scotland) Act 2007 (S6)</p> <p>10. I can effectively determine when I think a crime might have been committed and Police Scotland should be asked to consider this</p> <p>11. I have completed the 'Role of the 2nd Worker' training - to aid my understanding of the role and how it relates to my role as a Council Officer</p>
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Skills	<ul style="list-style-type: none"> • I effectively coordinate multi-agency interventions, and chair/manage and contribute to multi-agency meetings • I balance an adult's right to autonomy with my duty of care as a Council Officer under the legislation and their right to support and protection under the same legislation
Behaviour	<ul style="list-style-type: none"> • I have confidence in my skills to lead on Adult Support and Protection processes involving my own agency and also from a multi-agency perspective • I am able to confidently and competently discharge my duties as a Council Officer under the ASP legislation • I take responsibility for ensuring my learning is current and keeping abreast of relevant national developments in relation to Adult Support and Protection and the role of the Council Officer • I can work confidently and supportively with carers/families/guardians/PoAs and others involved with ASP processes • I take a person centred approach to working with adults - embodying the GIRFE principles
Induction	<p>Induction: As a minimum, newly certified Council Officers should be offered an induction for suitable candidates within 6 months of certification. The aim is to ensure that all ASP Council Officers can effectively discharge their duties in respect of the Adult Support and Protection (Scotland) Act 2007 (including all the key learning requirements, knowledge and understanding, skills and behaviours listed above). This may include peer support; shadowing or joint working with experienced Council Officer(s); post-certification session(s) to consolidate learning; group and/or individual supervision with an experienced Council Officer; and opportunities for reflective practice. All Council Officer names should be included on a regularly updated local Council Officer list. Council Officer refresher training should be received at least every 3 years, drawing on updated guidance, policy and practice relevant to ASP.</p>
Training Delivery	<p>Training would be delivered by a Learning & Development professional, who has intimate knowledge of the application of the Act and the role of the Council Officer. Training will ideally also include inputs from various other appropriate professionals - for example, Council Legal</p>

	Services, local Independent Advocacy Services etc. - ensuring all aspects above are included
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[Return to Workforce Levels diagram](#)

Section 4: Designing, delivering and evaluating learning

- 4.1 This section provides guidance to support learning and development practitioners to plan, deliver and, importantly, evaluate their learning events, exploring ways to support the workforce to develop the competencies, knowledge and skills required. This includes identifying learning needs and ensuring access to learning and development. **NOTE: THERE ARE SOME SUGGESTED TRAINING RESOURCES INCLUDED VIA THE LINK IN THE APPENDICES SECTION**
- 4.2 **Identifying and analysing learning needs:** it is important that workforce learning and development needs are identified, and relevant learning is provided in order to effectively fulfil their roles and responsibilities. In Adult Support and Protection terms, this should be in alignment with the minimum key learning for each workforce identified in [Section 3](#) above.
- 4.3 Periodically, this may mean undertaking a learning needs analysis to check levels

of understanding and confidence across all four or five (where Council Officers are part of the workforce) workforce groups, in order to carry out their role and duty of care. Equally, it may identify gaps in knowledge or skills which need to be addressed to ensure workforce groups are able to fulfil responsibilities in respect of Adult Support and Protection. **To enable this, the maintenance of an up-to-date list of Council Officers within a partnership is important.** Senior managers within the council should be aware of the relevant training undertaken by their Council Officers in order to assure themselves that learning and development needs are met; and to identify any gaps in learning and/or necessary learning opportunities available.

- 4.4** A learning needs analysis should identify any gaps between existing competencies, knowledge and skills in this area of practice. It should also help single agencies, APC partnerships, managers, and learning and development providers to examine the key learning requirements and address gaps. It may also help workers to identify relevant training completed or yet to be undertaken, in line with their own Continuing Professional Development or Post Registration Training and Learning processes and similar processes for other professional groups and registration requirements.
- 4.5 Planning and preparing a learning session/programme** – all groups attending learning events will be made up of people who learn in a different way. Adults generally learn better when they can see a reason or relevance to why they are required to undertake particular learning. Before beginning to design, deliver and develop training, learning and development needs to be mindful of accommodating the different ways in which adults learn.
- 4.6 Context and inclusion:** Learning and development practitioners will be aware that, aside from different learning styles, participants may require reasonable adjustments. Delivery of learning events should encompass a wide range of learning needs, to maximise participation and engagement. This will include, for example, consideration of visual/audio support, description of any graphics used, consideration of the use of colour for any practitioners/learners who are dyslexic or colour-blind and support for staff who use English as a second language. There will be other examples of learning needs in the workforce and learning and development teams will require systems that can identify and accommodate these as far as is possible. It is also worth noting how learning and development teams become aware of any such learning needs and the responsibility of the learner to raise any needs they have with their learning and development team. Different approaches may be required depending on whether the training is to be delivered on an in-person or online basis.
- 4.7 The role of 'lived experience' in learning and development:** reflective practice and listening to people who have been involved with services can teach us a lot. Within learning events, highlighting the experiences of those who have been involved with our systems and services is a powerful reminder to practitioners to be mindful of this and will enhance participants' understanding of best and effective ways of working with adults at risk of harm.
- 4.8** Including and involving people with lived experiences in the design and delivery of training, should be done ethically, using a trauma-informed approach, with some

benefit to the person sharing their personal experiences, views and thoughts about practice improvement. [Click here to access The ALLIANCE Report on Engaging people with lived experience](#)

- 4.9** This is a reminder to learning and development practitioners about self-care. The content of learning may touch on sensitive matters which remind both participants and facilitators of difficult experiences in their own lives. Being trauma-informed, facilitators will want to make sure both they and their participants are aware of how to access support to process their emotions, in the event of difficulties arising.
- 4.10** The format for delivery of learning and development is often a question of what the topic of learning is, who is learning and what are the required levels of knowledge or skills being demonstrated. Within Adult Support and Protection, **multi-agency learning and development** has a key role in building a common understanding and fostering positive working relationships between practitioners and agencies - as outlined within the legislation. This multi-agency perspective is vital to transfer into effective Adult Support and Protection practice. Shared learning makes a positive contribution to shared practice, supporting the sound professional judgement essential to assessment of support required, risk and protection.
- 4.11** Practical tips for planning, delivering and evaluation of learning and development development should include:
- trauma-informed practice is a key baseline for all learning, so good self-care for participants should be considered
 - know the who, what, where, when and why this event is being offered – know your materials, anticipate issues arising
 - ensure your technical equipment is working and that you have access to necessary internet connections
- 4.12** Some learning may need skills practice, which is often best done in a face-to face format. Whereas when the main presentation is information-giving, this may equally be done online or digitally. In recent times, learning and development has, by design and often by necessity, made good use of technology, delivering digital courses that offer flexibility about when it can be undertaken. While all types of delivery have advantages, some may also have limitations, and it is the skill of the learning and development practitioner to determine the most effective approach to take.
- 4.13** There are many options for delivery of learning that can be used flexibly, within (or as a prelude or follow up to) formal learning events (with or without pre-reading being sent out before or another course having been completed beforehand as a prerequisite). Some of these options involve the use of more experienced practitioners in supporting new or less experienced colleagues e.g. in coaching or mentoring roles. These particular practices support the skills of both practitioners involved e.g. building skills and confidence for the experienced worker looking towards post-qualifying practice teaching/education, or towards a promoted post

involving supervision of staff, and building relational support for the less-experienced worker benefitting from a colleague's more extensive work experience.

4.14 In addition to more formal learning events, learning and development teams may also want to consider the use of these approaches:

- e-learning modules (with or without pre reading being sent out before)
- 7-minute briefings or practice briefing notes (PDFs or delivered)
- practice development sessions (lead by peers or frontline staff)
- reflective logs or discussion groups
- topic-based network lunches
- coaching and mentoring
- shadowing colleagues in different services
- blogs and podcasts
- weekly/monthly digital learning and development bulletins
- cascaded learning events and training-for-trainers events
- digital and technology-based tools e.g. virtual goggles, Sway, Articulate Rise
- Action Learning Sets
- Communities of Practice (local or across geographical areas)

4.15 Evaluating the impact of learning on practice: The goal of all training, learning and development activity is to support learners to improve their knowledge, understanding and competence in carrying out their role – and, ultimately, in Adult Support and Protection terms, to improve the safety of Adults at Risk of Harm. Best learning and development practice is that all learning activities should be evaluated, to establish how well they achieve this goal.

4.16 Adult Protection Committees (or Public Protection Committees) have a responsibility to ensure effective workforce development and may therefore wish to have an oversight of local evaluation activity. Individual agencies and workers have a role in making sure evaluation takes place and should see participating in evaluation activity as an important part of their contribution to service improvement.

4.17 Effective evaluation of learning and development can take time and resources.

To make best use of these, it is useful to consider the following points when designing evaluations:

- Who is the evaluation for and what do they want to know?
- What kind of information is being sought?
- How is the information going to be gathered, analysed and used going forward?
- How do I ensure the information acquired is accurate and meaningful?

4.18 An evaluation model can provide a useful framework for designing effective evaluations.

4.19 The local Adult Protection Committee (or Public Protection Committee) should develop a framework of Quality Indicators to measure how well they are achieving the aims of this National Adult Support and Protection Learning and Development Framework for staff in all Workforce Levels. This will take into account the Care Inspectorate Quality Improvement Framework (QIF) [Click here to access the Care Inspectorate QIF](#) - Indicator: 4.4 Partnership's capacity to do ASP work - included training and organisational development - in relation to 'What good looks like' for ASP Training:

- Training for staff who do adult support and protection work is frequent. Managers ensure there is sufficient comprehensive, up-to-date high-quality training for all staff who do adult support and protection work – from council officers to awareness raising for staff who have limited involvement in adult support and protection. It aligns with national policy. Training is multi-agency with regular training opportunities available for staff.
- We have an up-to-date multi-agency training framework for adult support and protection.
- Managers ensure adult protection training is planned, delivered, and evaluated efficiently and effectively.
- We review training methods, such as on-line courses and face-to-face courses, for efficacy. As is the effectiveness of training generally. We regularly survey and consult our staff about their adult protection training needs and their views about training. We regularly measure the impact of training.

4.20 Role of supervision in learning and development: It is important to acknowledge that formal learning and development in relation to Adult Support and Protection practice can be supported by learning from activities such as direct observation, action and reflection within supportive and reflective practice. This will happen both formally and informally, within a regular and reliable supervision system, supporting practitioners to think about how to engage and work effectively with colleagues, as well as with Adults at Risk of Harm.

- 4.21 Work-based learning:** reflective discussion, critical reflection and/or peer and manager support, leads to the cascade of learning and development. Cutting across all work-based learning, should be routine and formal supervision, which plays a significant part. Supervision can also add to the evaluation of learning events through reflective analysis of learning and how this will be applied to practice. Assessing for meaningful, beneficial and sustainable application to practice is the primary task in evaluation of any learning sessions related to knowledge, understanding and skills for practice.
- 4.22 Access to Adult Support and Protection learning and development:** all local authorities will have a multi-agency Adult Support and Protection (or public protection) learning and development calendar of learning opportunities. This is usually made available to all relevant agencies within the local authority (including partnership agencies, Third Sector agencies and some independent agencies) and to workers with different roles. Single agency learning and development can also form part of the overall picture of Adult Support and Protection learning and development, particularly where there are specialist areas of knowledge required.
- 4.23 Register of Council Officers:** Councils should ensure that they maintain an up to date register of staff members who are eligible to act in the role of the ASP Council Officer.
- 4.24 In summary:** best practice is more likely to be achievable if we ensure that all involved in Adult Support and Protection have access to high quality advice, support, supervision and education, identifying learning and development needs, evaluating learning provision and developing skills to provide an effective service. This ensures that the workforce is valued and that procedures are in place to promote good standards of practice. It also requires that those providing supervision are themselves supported and enabled to ensure that good and effective supervision can take place.

Section 5: Looking forward

Parallels with other public protection areas

- 5.1** This Framework is written with Adult Support and Protection practice development at its core, but it would be remiss not to see the parallels with Child Protection, and other public protection areas. The experiences of adults will inevitably impact on how they function with children and other family members. This Framework strongly emphasises the need for all services involved to work with families holistically. For all colleagues, regardless of whether we work in an Adult Support and Protection or Public Protection model, the Framework emphasises the need for a whole family approach to assessment of need and concern, acknowledging the cycle of life, human development and transition.

- 5.2** If we take a truly trauma-informed approach to service delivery, these transitions through the life process would be an easier path for people using our services. The learning and development resources focusing on contextual safeguarding are one example of where both adult's and children's services benefit from joint protection work, supported by shared learning and development. The approach to transition between services, for example, for young adults between 16-18 years of age and beyond, is a critical element of this, best seen in the context of assessed need, vulnerability and early help, regardless of whether this is offered by children's or adult services.
- 5.3** Colleagues in learning and development roles are in a unique position to support this best practice and to develop the knowledge and skills required in practitioners across all organisations and services to provide more holistic support, not least through multi-agency, multi service shared learning.

Maintaining integrity of resources and quality assurance

- 5.4** Inevitably there will be changes in legislation, research, policy or practice guidance - therefore development colleagues are tasked with ensuring the integrity of their learning resources aligned with any changes that arise. Working collaboratively through the National ASP Learning and Development Network, is one method for supporting each other with what might sometimes feel like a major task. This also models a shared learning, collaborative approach to good multi-agency protection and practice, as well as an opportunity to share resources and skills, collaborating on design and creation of resources. It also supports the development of learning and development practitioners themselves.
- 5.4** To aid with any early amendments required, an Annual Review has been planned - to commence one year after initial publication. This Review will consider any experiences shared over the course of the first year of implementation of the Framework. Any gaps identified in relation to relevant publications or ASP L&D resources will be considered by the National ASP L&D Network.
- 5.5** The National ASP Learning and Development Network will take the lead in relation to ensuring that the Framework is reviewed and updated on an annual basis. We would therefore encourage any comments following publication - should you notice any broken links, documents mentioned which have subsequently been updated, newly developed helpful resources etc - to be sent please to: naspc@iriss.org.uk

APPENDICES:

Framework References and Helpful National Documents

All of the documents referenced within this Framework and other helpful national documents can be accessed via the same single Link by [Clicking Here](#)

ASP Learning and Development Resources

Learning & Development Resources can be accessed via the same single Link by [Clicking Here](#)

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We would formally like to thank our Child Protection colleagues involved in the development of the National Framework for Child Protection Learning and Development in Scotland 2024 - for sharing their learning and experiences. The Child Protection Framework provided a very helpful starting point for this work.

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We would also like to thank any organisation/committee/group who support the dissemination and implementation of this Framework across Scotland. In addition, we were very grateful for any learning and development resources which were shared with us, for the benefit of staff and volunteers and ultimately to further the support and protection for Adults at Risk of Harm.

VERSION CONTROL TABLE

This is Version 1 of the National ASP Learning & Development Framework		
INFORMATION	RATIFICATION	DATE
Finalised V1 (DATE HERE)	Ratified (jointly with the National ASP Learning and Development Network) by the National ASP Learning and Development Stakeholders Reference Group	

	Ratified (Jointly with the National ASP Learning and Development Stakeholders Reference Group) by the National ASP Learning and Development Network	
	Endorsed by the National ASP Strategic Forum	
	Agreed for publication by Scottish Government	
REVIEW		
1st Review	To be Ratified by the National ASP Learning and Development Network - with support from the NASPC	DATE - 1 year from publication
	To be agreed for dissemination following any revision - by Scottish Government	